Summary of Report Card Issues and Recommendations
Adopted March 21, 2002

Issue	Recommendation(s)
ISSUE 1: School Grade (School Report Cards Only)	Recommendation: Beginning with the 2002 report card, eliminate the School Grade from the report card.
ISSUE 2: Absolute and Improvement Ratings (School and District Report Cards)	Recommendation: Beginning with the 2002 report card, move the Absolute and Improvement Ratings to page one of the report card. Report the two ratings together. Example: Absolute Rating: Average Improvement Rating: Average Eliminate the sentences on page 2 of the report card stating the range of Absolute and Improvement Ratings reported for similar schools. Place a table on page 1 which lists the number of comparison schools having students similar to ours for each level of the Absolute Rating. The table should be placed below the Absolute and Improvement Ratings. Example: Absolute Rating Number of Schools Like Ours Excellent 3 Good 8 Average 15 Below Average 3 Unsatisfactory 0
ISSUE 3: Improvement Rating Incentive for Achievement Gains of Historically Underachieving Groups (District and School Report Cards)	Recommendation: Beginning with the 2003 report card, for schools/districts in which Improvement Ratings are raised a level because of the exemplary improvement of students belonging to historically underachieving demographic groups, include the following statement with the ratings reported on page one: *Improvement Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.*
ISSUE 4: Fiscal Authority (District Cards Only)	Recommendation: Beginning with the 2003 report card, add a line following the Board Chairman listing which states the fiscal authority for the school district. Examples: Fiscal Authority: County Council Fiscal Authority: Board of School Trustees
ISSUE 5: School or District Name (District and School Report Cards)	Recommendation: Beginning with the 2003 report card, list the name of the school or district at the top

	of page two of the report card.
ISSUE 6: Improvement Rating (District and School Report Cards)	Recommendation: Continue to calculate Improvement Indices using the current methodology through 2003, when the methodology should be re-evaluated and revised if needed. Analyze the data for trends over time to determine the feasibility of measuring growth over a multi-year period.
ISSUE 7: Improvement Rating (District and School Report Cards)	Recommendation: Beginning with the 2003 report cards, include the following text in the Criteria for Improvement Ratings for all schools: *Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.*
ISSUE 8: High School Ratings (School and District Report Cards)	Recommendation 1 (Eligibility for LIFE Scholarships): To maintain continuity with the 2001 ratings, the same criteria for LIFE scholarship eligibility will be used for the 2002 report cards (e. g., SAT of 1050 or higher or ACT of 22 or higher, and B average). Recommendation 2 (Revision of ratings criteria for 2003): Beginning with the 2003 report cards, graduation rate will be added to the criteria. The LIFE Scholarship criterion will remain in the criteria. EOC staff are directed to explore additional measures of achievement in the upper levels of high school, including Advanced Placement and International Baccalaureate measures. The ratings criteria beginning in 2003 will include the following: 1) Longitudinal Exit Examination Performance: This factor gauges the percentage of tenth grade students who pass the exit exam by the spring graduation two years later. Students transferring to other schools should be deleted from the calculation; however students dropping out are included; 2) Tenth Grade First attempt Exit Examination Performance: The percentage of 10th grade students in the current school year who meet the standards on all three Exit Examination subtests (Reading, Writing, Mathematics); 3) Eligibility for LIFE Scholarships: The percentage of students in the spring graduating class who qualify for LIFE Scholarships under the criteria for the 2002-2003 school year (e. g., SAT of 1100 or higher or ACT of 24 or higher, and B average; does

	not include class rank criterion).
	4) Graduation Rate: Calculation of the graduation rate as defined in the EOC Accountability Manual adopted in May 2000. *Point weightings will be established in Summer, 2002 based on the availability of data for simulation.*
	<u>Recommendation 3 (Study of retention and Exit Exam testing):</u> Examine the 2002 and 2003 data to identify the progression of students from 9th grade onward and the impact of ninth grade retention on Exit Exam results and the accountability system. Make recommendations for changes to the accountability system based on the study.
ISSUE 9: Career and Technology Center Ratings (School and District Report Cards)	<u>Recommendations:</u> The enrollment criterion should be eliminated from the ratings criteria reported beginning with the Fall, 2003 report card. The revised criteria to be used beginning with the 2003 report card are listed below, with changes indicated in italics:
	1. *This criterion is eliminated from the rating: Enrollment in the Center: The percentage of students enrolled in the Center for one or more courses as a percentage of students eligible to attend. For example, a center serving five high schools would calculate this criterion by determining the enrollment at each of the high schools in the grades eligible to attend the center; divide the number eligible into the number of students actually enrolled in the center;*
	1. Mastering Core Competencies or Certification Requirements: The percentage of students enrolled in *career and technology* courses at the center who earn a 2.0 or above on the final course grade. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any *career and technology* course in the center. This criterion is weighted at twice the value of other criteria; *(the italicized additions clarify that grades from applied academic courses are not to be used in the rating)*
	2. Graduation Rate: The number of 12th grade career technology education students who graduate in the spring is divided by the

number of 12th graders enrolled in the Center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation;

3. Placement Rate: The percent of career and technology completers who are available for placement in either postsecondary instruction, military services or employment is divided into the percentage of students over a three-year period who are actually placed. This criterion mirrors the Perkins standard.

The criteria should be weighted as follows:

- *Mastering Core Competencies or Certification Requirements should be weighted 50% in the calculation of the rating;*
- *Graduation Rate should be weighted 25%;*
- *Placement Rate should be weighted 25%.*

The criteria for assigning point weights are increased. See table in text of document for details.

Improvement Rating

Improvement ratings for the 2001-2002 school year will be calculated and reported based on the absolute performance criteria used for the Fall, 2001 ratings. Improvement ratings based on the revised criteria will be reported beginning with the Fall, 2003 report card.

ISSUE 10: Department Of Juvenile Justice Ratings Criteria (School Report Cards)	Recommendation: Revise the calculation method for determining the Absolute Index by disaggregating the combined CAT reading and math performance into separate CAT reading and math performance criteria. See table in text of document for details.
ISSUE 11: Percentage of Students Matched (District and School Report Cards)	Recommendation: Beginning with the 2003 report card, report the percentage of student records matched on page 2 of the report card.
ISSUE 12: Test Results for Limited English Proficient (LEP) Students (English Language Learners) (District and School Report Cards)	Recommendation: Beginning with the 2003 report card, report the disaggregated test results for students designated Limited English Proficient or English Language Learners on page two of the report card.
ISSUE 13: Special Schools Serving Multiple Districts (District Report Cards)	Recommendation: Beginning with the 2002 report card, the student performance data for students attending multi-district schools in which 100% of the students have Individualized Education Plans under

	IDEA that require either assessment with Alternate PACT and/or a special school placement as the least restrictive environment should be included in the data reported for each student's home school district. The data from students attending such special schools will also be reported on the special school's report card.
ISSUE 14: Comparison Schools for Special Schools (School Report Cards)	Recommendation: Beginning with the 2002 report cards for special schools as defined below, report data for comparison from schools similar in student characteristics: schools in which 100% of the students have Individualized Education Plans under IDEA that require either assessment with Alternate PACT and/or a special school placement as the least restrictive environment.
ISSUE 15: School or District Name (District and School Report Cards)	Recommendation: Beginning with the 2003 report card, list the name of the school or district at the top of page three of the report card.
ISSUE 16: Special Schools Serving Multiple Districts (District Report Cards)	Recommendation: Beginning with the 2002 report card, the student data such as per-pupil expenditure and other student-based data from students attending multi-district schools in which 100% of the students have Individualized Education Plans under IDEA that require either assessment with Alternate PACT and/or a special school placement as the least restrictive environment should be included in the data reported for each student's home school district. The data from students attending such special schools will also be reported on the special school's report card.
ISSUE 17: Comparison Schools for Special Schools (School Report Cards)	Recommendation: Beginning with the 2002 report cards for special schools as defined below, report data for comparison from schools similar in student characteristics: schools in which 100% of the students have Individualized Education Plans under IDEA that require either assessment with Alternate PACT and/or a special school placement as the least restrictive environment.

ISSUE 18: Advanced Placement/International Baccalaureate Success Ratio	<u>Recommendation 1:</u> Beginning with the 2002 report cards, report the data as a ratio, as defined in the Accountability Manual. <u>Recommendation 2:</u> Beginning with the 2003 report cards, report the participation rate as the unduplicated count of students enrolled in AP or IB courses divided by the 45-day ADM, expressed as a percent. <u>Recommendation 3:</u> Beginning with the 2003 report cards, report the success rate in AP or IB courses as the unduplicated count of students scoring 3 or above on the AP tests, or 4 or above on the IB examinations, divided by the unduplicated count of students taking the tests, expressed as a percentage.
ISSUE 19: Out of School Suspensions or Expulsions for Violent and/or Criminal Offenses (School and District Report Cards)	<u>Recommendation:</u> Beginning with the 2003 report cards, collect data on out of school suspensions and expulsions for violent and/or criminal offenses as an unduplicated student count, divide by 45-day Average Daily Membership for the school/district, and convert to a percentage for reporting.
ISSUE 20: Facts and Indicators Not Reported for Career and Technology Centers (Career Center and District Report Cards)	<u>Recommendation:</u> Beginning with the 2002 report card, delete the following from the Career and Technology Center Report Card: • Annual Dropout Rate • Prime Instructional Time • Student-Teacher Ratio in Core Subjects • Students Retained • Average Daily Attendance - Students • Out of School Suspensions or Expulsions for Violent and/or Criminal Offenses
ISSUE 21: Students Who Met the Readiness Standard (School and District Report Cards)	<u>Recommendation:</u> Beginning with the 2002 report card, drop this variable from page three of the elementary and primary report cards. Consider replacement with indicators based on the SCRA profile information. The indicators should be developed for use on future report cards.
ISSUE 22: Prime Instructional Time (School and District Report Cards)	<u>Recommendation:</u> Beginning with the data collection for the 2002 report cards, collect information on teacher absences during teaching and non teaching periods, so data can be collected to calculate prime instructional time based on actual face-to-face instructional days.
ISSUE 23: Attending Parent Conferences (District and School Report Cards)	<u>Recommendation:</u> Add the following sentence to the description of the parent conference fact in the

	Accountability Manual to take effect with the data collection for the 2003 report cards: *Conferences include face-to-face and telephone conferences and two-way e-mail conferences.*
ISSUE 24: School District Governance (District Report Cards)	Recommendation: Beginning with the 2003 report card, include boxed information on page three between "College Admission Tests" and the reports of statewide data to include the following information (example for illustration): School District Governance Board Membership: 7 trustees elected in nonpartisan elections Fiscal Authority: Wilson County Council Average Hours of Training Annually: 6.5
ISSUE 25: Teacher, Student, and Parent Survey Results	Recommendation: Beginning with the 2002 report cards, print the number of teacher, student, and parent surveys returned and upon which the data reported are based.

ISSUE 26: Education Oversight Committee Web Address (School and District Report Cards)	Recommendation: Beginning with the 2002 report cards, add the EOC web address to the bottom of page one:
	                    For more information, visit the web sites at:
	                    www.myscschools.com
	                    www.sceoc.org

ISSUE 27: Data Reported as "N/A" (School and District Report Cards)	Recommendation: Beginning with the 2002 report cards, report "N/A" (Not Available) only when appropriate. Report "Data not reported," "Data not collected," or "Insufficient Sample" when appropriate.
ISSUE 28: High School and Career and Technology Center Achievement Data (School Report Cards)	Recommendation: Beginning with the 2002 report card, report the number of students along with the percentages on which they are based.

ISSUE 29: Governor's School for the Arts and Humanities (School Report Cards)	<u>Recommendations:</u> Beginning with the 2002 report card, make the following changes: Page Two – Delete the word "levels" in the first sentence. Page Two – Delete the publication of Advanced Placement data by content area. Page Three – Delete the variable, "Opportunities in the Arts." Page Three – Delete the variable, "Gifted and Talented." Page Three – Adjust the calculation of "Prime Instructional Time" to reflect the longer teaching year at the Governor's School.